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ABSTRACT

The current status of undergraduate participation in public service activities at the University of California (UC) at Davis, was investigated in 1986-1987. Public service included all work performed for nonprofit, government, and service organizations. The first questionnaire was completed by 70 departments (out of 95) to determine information about courses that provide academic credit for public service. The second questionnaire was completed by 19 administrative units (a 68% response) and 34 student organizations (a 15% response). It was found that about three-quarters of UC Davis undergraduates were involved in some type of community service activities. Appendices include: the questionnaires, a list of 29 examples of public service activities that provide academic credit, a list of clients served by public service activities that provide academic credit, a list of 32 public service activities that do not provide academic credit, a list of clients served by public service activities that do not provide academic credit, and suggestions regarding programs and incentives that might encourage more students to participate in both credit and noncredit public service work. (SW)

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UC DAVIS UNDERGRADUATE PARTICIPATION IN PUBLIC SERVICE ACTIVITIES

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Student Affairs Research and Information
University of California, Davis
June 1987

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HE 021 374

UC DAVIS UNDERGRADUATE PARTICIPATION IN PUBLIC SERVICE ACTIVITIES

INTRODUCTION

During the past two years, interest in public service activity has gained momentum at colleges and universities throughout the country. California is no exception. In 1986 the California State Legislature adopted the Supplemental Report of the Committee Conference on the Budget Bill, which requires the University of California and the California State University to establish "Human Corps" programs on their campuses.

As envisioned by the Legislature, "the purpose of the program is to promote the ethics of public service for students and address social problems within existing resources by enabling students to share their public benefit. Students would participate by acting as mentors to disadvantaged students or by participating in a community organization dedicated to public service addressing problems such as illiteracy, dropout prevention, environmental contamination, inadequate housing, and others."

The Legislature further requested the University Regents to "establish a Human Corps Planning Group composed of students, faculty, student services administrators, and grass-roots community organizations to establish the Human Corps on each campus." A University planning group, convened in response to this request, met several times in late 1986 and early 1987 to devise a plan for implementing a Human Corps program. The group agreed that campuses should design programs suited to their unique needs and circumstances. Accordingly, the eight general campuses were asked to examine existing public service activities and to develop plans for Human Corps programs that will "promote the ethic of public service and encourage students to participate in service activities that benefit the disadvantaged in our society."

The planning group requested each campus to conduct research with two objectives in mind: (1) to increase understanding of the types of service opportunities available on the campuses, and (2) to learn more about the level of student participation in community service activities. This report summarizes the results of the research conducted on the UC Davis campus.

METHODOLOGY

Student Affairs Research and Information, in consultation with key personnel in Work Learn/Career Planning & Placement, Community Housing, and Student Activities, identified academic departments, administrative units and student organizations likely to coordinate and monitor programs that facilitate student participation in community service activities. Each of these units was sent a questionnaire on the nature of their programs and the extent of student and University support for them.

For this survey, PUBLIC SERVICE included all work performed by undergraduates for nonprofit, governmental, and service organizations. In general, such work should seek to improve the quality of life for community residents or address societal problems (e.g., illiteracy, school dropouts, environmental contamination, or inadequate housing).

Campus representatives developed two questionnaires for Universitywide use. The first asks about public service activities that provide academic credit; the second about activities that do not.

Questionnaires were mailed on December 22, 1986, with a return date of January 23, 1987 requested. Respondents were instructed to provide data for the most recent academic or calendar year available. The first questionnaire (Appendix A) was sent with a cover letter and a list of academic courses representative of those likely to include public service. These materials were sent to department chairs in 95 academic departments and programs, including the Schools of Medicine and Veterinary Medicine. Five additional instruments were subsequently sent to administrative units that coordinate credit-bearing activities. On January 23, those departments that had not responded were contacted to remind them to respond to the survey. In all, 70 departments (70%) responded.

The second questionnaire (Appendix B) was sent to 28 administrative units, 221 student organizations (including 36 fraternities and sororities), and one non-University but closely-affiliated agency (California Aggie Christian Association), which coordinates student involvement in many community activities. A total of 19 units (68%) and 34 student organizations (15%) responded. Nonrespondents were not contacted.

Gathering information from administrators has disadvantages and advantages for estimating campus involvement in and support for public service activities. Such individuals do not know of all public service activities pursued by undergraduates, particularly those performed on their own initiative through non-University affiliated organizations. On the other hand, administrators are better able than students to characterize the extent of the campus's commitment to public service reflected in administrative efforts to coordinate, monitor and evaluate student participation in community service activities. Because information was needed quickly, it was not possible to survey students directly to identify the extent and nature of their public service activities; therefore, the results presented here are both tentative and incomplete.

PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT

UC Davis students have many opportunities to participate in public service activities for academic credit. Of the 70 departments that responded, 26 offer a total of 99 courses with a public service component. Each course may provide anywhere from one to several dozen community service opportunities, both on and off campus; for example, nearly 150 internships were available in 1986 through Political Science 192. Because respondents gave varying interpretations to the term "activity" (some counted similar activities as one activity, while others counted each activity separately), it is not possible to calculate the total number of public service activities available for credit.

As Table 1 shows, the preponderance of service activities are internships offered through an elective course. More than half of the courses can be used to satisfy specific major requirements, and nearly one-third are required for graduation.

TABLE 1

PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT
(in percent)

Type of Activity	Respondents
Internship/Field Experience/COOP	98%[a]
Elective Course	89
Major Requirement	58
Course Requirement	56
Graduation Requirement	32
Independent Study	5
Work Study	2

[a] Percents sum to over 100% because some activities belong to more than one category.

Davis students participate in a variety of public service activities, ranging from tutoring public school children to analyzing water samples for contamination. While most activities take place fairly close to campus (e.g., Davis and Sacramento), some placement sites are located as far away as Washington, D.C. Appendix C lists examples of public service activities and their locations.

Campus-sponsored activities serve a broad spectrum of clients, including the elderly, immigrants, hospitalized children, elected public officials, and AIDS victims. Appendix D gives examples of clients served by UC Davis public service projects.

Departments were asked to estimate the number of students who participated in each activity reported. Most respondents (90%) reported that their service activities involve 1 to 10 students. Because the total number of service activities performed for credit is unknown, a campus total for all students involved in community activities cannot be calculated using data from this survey.

The amount of time spent by students working on public service activities also indicates the campus's involvement in community work. Survey data suggest a high level of involvement: students devote an average of 113 hours to each course or activity; the actual number of hours per student vary from 3 to 400.

Departments were also asked to report the number of units awarded each quarter to undergraduates engaged in public service activities. According to Academic Senate guidelines, students may earn from 1 to 12 units for an internship, depending upon the degree of commitment to the project. Respondents reported that students enrolled in their courses earn a total of approximately 3000 credit units each quarter.

Academic departments support public service activities in a variety of ways. Table 2 shows that faculty and staff time, followed by telephone and publicity expenses, are the principal forms of support provided by departments. Because the majority of respondents were unable to estimate costs, that information is not be included here.

TABLE 2

UNIVERSITY SUPPORT FOR PUBLIC SERVICE ACTIVITIES
THAT PROVIDE ACADEMIC CREDIT
(in percent)

Type of Support	Respondents
Faculty Time	99%[a]
Staff Time	94
Telephone	87
Publicity	81
Postage	45
Supplies	43
Meeting Space	42
Equipment	33
Graduate Assistant Time	32
Transportation	31
Other	2
Grants/Fellowships	<1

[a] Percents sum to over 100% because some activities belong to more than one category.

Departments perceive that transportation is the major out-of-pocket expense incurred by students who participate in public service activities (see Table 3).

TABLE 3

STUDENT COSTS FOR PUBLIC SERVICE ACTIVITIES
THAT PROVIDE ACADEMIC CREDIT
(in percent)

Type of Cost	Respondents
Transportation	88%[a]
Telephone	35
Supplies	4
Equipment	2
Postage	2
Other	2
Publicity	1

[a] Percents sum to over 100% because some activities belong to more than one category.

Respondents suggested several methods for encouraging students to devote time and skills to public service activities (see Appendix E). One respondent stated, "Student time is limited by the intensity of the University academic program. . . . students may not find time without meaningful incentives." Suggestions for incentives include paid internships, credit toward major requirements, and transportation stipends. Other respondents believe the campus should place more emphasis on the benefits to students of community service activities.

PUBLIC SERVICE ACTIVITIES NOT PROVIDING ACADEMIC CREDIT

In its Progress Report on the Human Corps Program to the California Postsecondary Education Commission (February 1987), the University estimates that non-academic public service activities outnumber academic activities by a factor of three. Data from UC Davis administrative units and student organizations are unclear regarding the number of non-academic activities; the low response rate (15%) from student organizations indicates that many extracurricular activities probably went unreported. Because respondents counted student activities differently, it is not possible to estimate the total number of public service activities that do not provide credit.

The variety of non-academic activities, however, is impressive. Students work in soup kitchens, assist with blood drives, and participate in fund-raising projects. The list of service projects in Appendix F documents the extent of students' contributions to the community.

Students have been chided in recent times for a lack of altruism, yet the data from this survey suggest otherwise. Table 4 indicates that over half of non-academic activities are performed on a strictly volunteer basis, not for compensation or part of a University-sponsored program. Most (84%) non-academic activities involving UC Davis students are sponsored through student organizations; nearly one-third (32%) involve raising funds for the community.

TABLE 4

PUBLIC SERVICE ACTIVITIES NOT PROVIDING ACADEMIC CREDIT
(in percent)

Type of Participation	Respondents
Student Organization Project	84%[a]
Strictly volunteer	54
Salary	9
Fellowship/Stipend	9
Non-credit Internship	8
Work Study	7
Other	6

[a] Percents sum to over 100% because some activities belong to more than one category.

About one-quarter (27%) of extracurricular activities are one-time events, approximately two-fifths (41%) are annual events, and almost one-third (30%) are on-going programs.

Davis students' efforts are clearly directed to the clients targeted by the Human Corps legislation: under-privileged children, economically disadvantaged students, dying persons, and people in need of food, shelter or clothing--all are examples cited by respondents (Appendix G).

As with academic public service activities, it is not possible to accurately estimate the number of UCD students who participate in non-academic activities. However, approximately one-third of service activities involve 1 to 10 students, over one-half involve 11 to 25 students, and one in ten involve more than 100 students.

Although students engage in more non-academic than academic public service activities, they devote substantially less time to extra-curricular projects. Davis students give an average of 113 hours to each credit-bearing activity but typically spend about 31 hours on each non-credit activity.

Table 5 reveals that the most common expenses incurred by the campus for non-academic activities are for publicity, meeting space, and staff time spent advising members of student organizations.

TABLE 5

UNIVERSITY SUPPORT FOR PUBLIC SERVICE ACTIVITIES
NOT PROVIDING ACADEMIC CREDIT
(in percent)

Type of Support	Respondents
Publicity	32%[a]
Meeting Space	31
Staff Time	30
Equipment	23
Supplies	18
Telephone	17
Postage	10
Faculty Time	8
Transportation	6
Grants/Fellowships	3
Other	4

[a] Percents sum to over 100% because some activities belong to more than one category.

Students who participate in extracurricular activities contribute their time and often bear out-of-pocket expenses as well. As Table 6 shows, these expenses go mainly for transportation, telephone, publicity, and supplies.

TABLE 6

STUDENT COSTS FOR PUBLIC SERVICE ACTIVITIES
NOT PROVIDING ACADEMIC CREDIT
(in percent)

Type of Support	Respondents
Transportation	54%[a]
Telephone	46
Publicity	44
Supplies	43
Equipment	30
Postage	18
Other	11

[a] Percents sum to over 100% because some activities belong to more than one category.

Most respondents who offered suggestions for stimulating undergraduate involvement in non-academic community activities agreed with the respondent who wrote: "The largest hurdle in coordinating student volunteers with local social service projects is publicity." Possible avenues for promoting public service opportunities (Appendix H) include printing announcements in the California Aggie; providing information through major advisors, peer advisors, and other counseling services; and using the referral services of LINK (Lifestyle Information NetworK).

CONCLUSIONS

This survey was undertaken to assess the current status of undergraduate participation in public service activities at UC Davis. Though incomplete, the data suggest a high level of student and campus commitment to developing and pursuing public service opportunities.

When internship data are combined with community service course participation, student organizations (e.g., fraternities and sororities), non-University affiliated organizations and agencies, or personally initiated student activities, they suggest that probably three-quarters of UC Davis undergraduates are involved in community service activities during their tenure with the University.

Data external to this study indicate that internships are very popular on the Davis campus. According to a survey of 1983 Davis alumni, over 50% of those responding had participated in at least one internship as undergraduates (The Graduates of 1983 and 1973, Student Affairs Research & Information, March 1986). Most of these internships were coordinated by Work Learn/Career Planning & Placement, which estimates that approximately 90% of its internships (3,242 student placements during the 1985-86 academic year) fall within the adopted definition of public service. In addition, department-based internship programs in Political Science, Applied Behavioral Sciences, and Sociology report 405 student placements for the same period.

The full extent of time and other contributions made by students are unlikely to be known to faculty and staff or recorded. Anecdotal information suggests that students often devote more time to internships than formally reported and they sometimes continue involvement after the internship ends. In addition, survey responses suggest that departments do not know what tangible expenses students bear out-of-pocket when they participate in internships. Even when internships include a salary or stipend, students who take them may forego greater earnings at alternative activities.

Direct and indirect costs to the University related to student participation in public service activities are difficult to assess. Most academic departments and administrative units do not know the costs; those few that did report costs probably did so based on different assumptions. For this reason, the Davis campus did not report any cost figures. Nonetheless, the fact that 41 departments and units reported involvement with service activities implies a substantial University involvement and tangible financial commitment.

Despite the incomplete picture that emerges from this survey, the data provide a better understanding of the variety and extent to which the campus supports student involvement in public service activities. Although the data do not fully indicate the extent or nature of all student involvement in public service, they offer examples and raise new possibilities for further research. Future attempts to gather similar or related information can profitably build on the experience and knowledge gained from this first study.

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SURVEY OF UC DAVIS UNDERGRADUATE PARTICIPATION IN PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT

DEFINITION: For the purpose of this survey, **PUBLIC SERVICE** includes all work performed for academic credit by undergraduates for nonprofit, governmental and service organizations. In general, such work should seek to improve the quality of life for community residents or address societal problems (e.g., illiteracy, school dropouts, environmental contamination, or inadequate housing).

1. Course or Lab Title and Number _____

   Placement Site _____

   College or School _____

   Sponsoring Departments/Offices/Units _____

   Off-campus Agency/Community Group _____

2. Briefly describe this public service activity, including the location and setting where the service takes place.

3. Does this activity serve an identifiable group of clients?

   No _____ Yes _____ If Yes, describe this group:

   Approximate number of clients served _____ Unknown _____

4. Check ALL categories that describe this service activity.

Elective Course	_____	Course Requirement	_____
Independent Study	_____	Major Requirement	_____
Work Study	_____	Graduation Requirement	_____
Internship/Field Experience	_____	Other (specify):	_____

5. Estimate the number of undergraduate students who participated in this public service activity during the most recent academic or calendar year for which data are available.

   1 to 10 _____ 11 to 25 _____ 26 to 50 _____ 51 to 75 _____
   76 to 100 _____ more than 100 (specify): _____

6. How many credit units can a student earn from this course/activity each quarter? _____

7. Estimate the number of hours a student typically spends on this course/activity each quarter. _____ Unknown _____

8. Check ALL types of University support provided for this activity.

Faculty time	_____	Staff time	_____	Grad. Asst. Time	_____
Supplies	_____	Telephone	_____	Meeting space	_____
Equipment	_____	Publicity	_____	Transportation	_____
Postage	_____	Grants	_____	Other (specify):	_____

9. Estimate the total annual cost to the University associated with the support indicated in Question #8.

$_____ Not possible to estimate _____

10. Check ALL types of student support provided for this activity.

Transportation	_____	Supplies	_____	Telephone	_____
Equipment	_____	Postage	_____	Publicity	_____
Other (specify):	_____				

11. Are you aware of any research projects that enable students to be involved in public service activities on a non-credit basis?

No _____ Yes _____ If Yes, please describe:

12. Please provide your suggestions on the back of this form regarding programs and incentives that might encourage more students to devote their time and skills to public service activities.

Name: _____

Title: _____

Department/Unit: _____

Campus telephone: _____

Thank you for your assistance in completing this form; please return it before Friday, January 23, 1987 to:

STUDENT AFFAIRS RESEARCH & INFORMATION
UC DAVIS

APPENDIX B

SURVEY OF UC DAVIS UNDERGRADUATE PARTICIPATION IN PUBLIC SERVICE ACTIVITIES THAT DO NOT PROVIDE ACADEMIC CREDIT

DEFINITION: For the purpose of this survey, **PUBLIC SERVICE** includes all work performed by undergraduates, with or without compensation, for nonprofit, governmental and service organizations. In general, such work should seek to improve the quality of life for community residents or address societal problems (e.g., illiteracy, school dropouts, environmental contamination, or inadequate housing).

1. Name of Program/Project/Event _____

   Sponsoring Department/Office/Unit _____

   Sponsoring Student Club/Organization _____

   Off-campus Agency/Community Group _____

2. Briefly describe this public service activity, including the location and setting where the service takes place.

3. Does this activity serve an identifiable group of clients?

   No _____ Yes _____ If Yes, describe this group:

   Approximate number of clients served _____ Unknown_____

4. Check the category that best describes this service activity.

   One-time _____ Annual _____ On-going _____

5. Over what period of time do students participate in this activity?

   1 day _____ Throughout the quarter _____
   2-7 days _____ Throughout the academic year _____
   8-31 days _____ Other (specify): _____

6. Estimate the number of undergraduate students who participated in this public service activity during the most recent academic or calendar year for which data are available.

   1 to 10 _____ 11 to 25 _____ 26 to 50 _____ 51 to 75 _____
   76 to 100 _____ more than 100 (specify): _____

7. Estimate the number of hours a student typically spends on this activity. _____ Unknown _____

8. Check ALL types of University support provided for this activity.

Faculty time	_____	Staff time	_____	Meeting space	_____
Supplies	_____	Telephone	_____	Grants	_____
Transportation	_____	Equipment	_____	Publicity	_____
Postage	_____	Other (specify):	_____		

9. Estimate the total annual cost to the University associated with the support indicated in Question #8.

$_____ Not possible to estimate _____

10. Check ALL types of student support provided for this activity.

Transportation	_____	Supplies	_____	Telephone	_____
Equipment	_____	Postage	_____	Publicity	_____
Other (specify):	_____				

11. Is the activity a fundraising project? No _____ Yes _____

If Yes, estimate the amount of money raised: $ _____

12. Indicate which of the following are characteristics of the activity (check ALL that apply):

Work Study	_____	Fellowship/Stipend	_____
Non-credit Internship	_____	Student Organization Project	_____
Salary	_____	Other (specify):	_____

13. Please provide your suggestions on the back of this form regarding programs and incentives that might encourage more students to devote their time and skills to public service activities.

Name: _____

Title: _____

Organization/Unit: _____

Campus telephone: _____

If off-campus, office or home telephone: _____

Thank you for your assistance in completing this form; please return it before Friday, January 23, 1987 to:

STUDENT AFFAIRS RESEARCH & INFORMATION
UC DAVIS

APPENDIX C

EXAMPLES OF PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT

1. Study plant materials for erosion control for the Soil Conservation Service, Lockeford, Calif.
2. Analyze water samples for levels of zinc for the Regional Water Quality Control Board, Feather and Sacramento Rivers.
3. Write and edit material for "Layperson's Guide to Water Conservation," a publication for the general public, Western Water Education Foundation.
4. Research assistant in the field of energy and environmental policy for the Environment and Energy Study Institute, a non-partisan public policy and analysis organization; Washington, D.C.
5. Medical research, campus.
6. Help with media events for Great American Smokeout, Sacramento.
7. Compile a Federal Assistance Handbook for Educators, Sacramento.
8. Provide research assistance to a support group for parents of mentally ill children, campus.
9. Docent training and development of classes for children, Sacramento Zoo.
10. Design of solar greenhouse as alternate energy source, campus.
11. Worked with California Energy Commission to study data provided by wind energy operators.
12. Tutoring and teacher aide in public schools, Davis & Sacramento.
13. Aide in District Attorney's office, Sacramento.
14. Participation in Clinica Tepati, which provides health care primarily to Spanish-speaking, underserved urban residents in Sacramento.
15. Working with the Yolo County Archives to sort and preserve documents, Woodland.
16. Administrative intern, Casa de Esperanza, Sacramento.
17. Legislative intern, Assemblyman John Vasconcellos, Sacramento.
18. Lobby intern, Citizens Advisory Council, Sacramento.
19. Legal intern, Mexican-American Legal Defense & Education Fund, Sacramento.
20. Media intern, Davis Community Cable, Davis.
21. Assist low-income to receive health & dental care through Health for All program, Sacramento.
22. Assist American Indians with advocacy and community development, Upper Lake Rancheria.
23. Assist elderly Asians to receive social services and housing through the On Loc Senior Services, Sacramento.
24. Assist the emotionally disturbed at Sihaya House, Yolo County.
25. Provide assistance to low-income Blacks for housing, advocacy and nutrition at the Uhura Solidarity Center, Sacramento.
26. Tutor in school teen pregnancy program, Sacramento.
27. Provide technical assistance or legislative advocacy for Rural Community Assistance Program, Sacramento.
28. Tutor in English as a Second Language program, campus.
29. Provide foster care for children with social or emotional adjustment problems in Families First Psychiatric Residential Treatment Centers.

APPENDIX D

EXAMPLES OF CLIENTS
PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT

UC Davis students
General public
Victims and witnesses of crimes
Girl Scouts
Hearing-impaired children
Foster children
Preschool children
CYA parolees
Runaways and their families
Public school students
Recipients of mental health services
Low-income persons
Elderly
Victims of multiple sclerosis
American Indians
Farmers, farmworkers, and rural residents
Immigrants
Disabled
Teachers
Hospitalized children
Low-income Blacks
Elected public officials
Elderly Asians
Parents of mentally ill
Hispanics requiring health care
Battered women
Ethnic minorities
Children with social or emotional problems
Peace groups
Health care providers
AIDs victims
Managers of governmental agencies

APPENDIX E

SUGGESTIONS REGARDING PROGRAMS AND INCENTIVES THAT MIGHT ENCOURAGE MORE STUDENTS TO DEVOTE THEIR TIME AND SKILLS TO PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT

1. Only two of the ten agencies offering internships [in Food Science] are non-profit agencies; non-profit agencies do not pay interns and most students are interested in paid internships.

2. Monetary support to departments for student assistant time would be beneficial.

3. More departments could require internships of one or more of their majors and/or allow a quarter's worth of internship to count toward their major.

   Publicize more generally the value of internships when referenced on resumes for graduate school applications and employment searches.

4. Building in incentives for student participation in public service activities is extremely important. Student time is limited by the intensity of the University academic program; thus, students may not find time without meaningful incentives. Student participation has been most successful when they receive credit toward their major requirements.

   I recommend that students receive graduation credit for public service activities, perhaps as a graduation requirement. Where appropriate, academic credit could be granted toward their major. I also believe that classes or seminars, such as the Human Development and ABS practicum classes, provide a good academic setting and support system for students.

   Additionally, transportation to the community is a problem for many students without cars. A stipend for transportation or access to an automobile might be an incentive.

5. In advising English majors interested in teaching, present English 197T as an opportunity for both skill building through one-on-one tutoring and broadening their acquaintance with language problems non-native English speakers present.

APPENDIX F

EXAMPLES OF PUBLIC SERVICE ACTIVITIES NOT PROVIDING ACADEMIC CREDIT

1. Blood drive, campus.
2. Summer camp for underprivileged children, mountain campsite, Northern California.
3. Participate on suicide hotline; calls are forwarded to personal phones from main switchboard, at home.
4. Christmas party, Prospect Boys Home, Northern California.
5. C.P.R. clinic, campus.
6. Halloween escort service for children, Davis.
7. Visits and activities with adopted grandparents, retirement homes, Davis.
8. Guided visitors through a model house to raise funds for Diogenes Youth Services, Sacramento.
9. Cleaning and painting building to be used for Head Start Preschool Program, Woodland.
10. Stuffed envelopes for Suicide Prevention, Davis.
11. Baked cookies and brought them to convalescent home, Davis.
12. Set up and maintain aid station for marathon race, Davis.
13. Sell roses to earn money for a scholarship fund, campus.
14. Teach elementary school children about eyes and eyecare, public schools, Davis.
15. Halloween and Christmas parties, children's ward, UCD Medical Center, Sacramento.
16. Serve and cook in soup kitchen, Sacramento.
17. Collect canned goods for Yolo County Coalition Against Hunger, Davis.
18. Pie sales and car washes to raise funds for Project HOPE, Davis.
19. Yard work, International House, Davis.
20. Coordinating and running Ag-Olympics, Dixon May Fair, Dixon.
21. Stringing lights on outside 75-foot Christmas tree for City of Davis.
22. Phone solicitation for Davis Community Health Clinic, Davis.
23. Solicited donations door-to-door for Multiple Sclerosis, Davis.
24. Miscellaneous yard work for elderly, Davis.
25. Sold raffle tickets to raise funds for Cystic Fibrosis, Davis.
26. Staffed poultry hatching displays, Calif. State Fair, Sacramento.
27. Hospitality program for 4-H students, campus.
28. Various services,in-patient care and other areas, UCD Medical Center, Sacramento.
29. Organize Fund-Run to support Camp Cal-Aggie and Yolo County Battered Women's Center, Davis.
30. 35 of 47 students nominated to Peace Corps accepted, worldwide.
31. Peer advisors provide assistance on course selection, graduation requirements and preparation for graduate or professional study; campus.
32. Peer advisors provide assistance in nutrition, exercise, stress management, sexuality, birth control, and drug and alcohol use; campus.

APPENDIX G

EXAMPLES OF CLIENTS
PUBLIC SERVICE ACTIVITIES NOT PROVIDING ACADEMIC CREDIT

UC Davis students
Ethnic minority and low-income students and prospective students
Deaf and hearing-impaired persons
Blind and sight-impaired persons
Veterans, reservists and veteran dependents
Low-income/underprivileged children
Persons with physical and mental handicaps
General public
Elderly
Women--general, battered, rape victim, single-parent, pregnant
Economically disadvantaged persons
Vietnamese elderly
Adolescents from single-parent families and/or without role models
People in distress/suicidal
People in need of food/shelter/clothing
Abused/abandoned/runaway children
Public school athletics program
Hospital patients
4-H students
Persons needing blood transfusions
Persons afflicted with specific diseases (e.g., cancer, muscular dystrophy, multiple sclerosis, diabetes, heart disease, cystic fibrosis, anorexia)
Dying persons

APPENDIX H

SUGGESTIONS REGARDING PROGRAMS AND INCENTIVES THAT MIGHT ENCOURAGE MORE STUDENTS TO DEVOTE THEIR TIME AND SKILLS TO PUBLIC SERVICE ACTIVITIES NOT PROVIDING ACADEMIC CREDIT

1. Perhaps if major advisors, peer advisors and other counseling services might provide information about service organizations to those looking for activities concerning helping others.

2. Distributing information and examples of what other students are doing on this and other campuses. Putting the ideas into their heads should help stir them into action.

3. To encourage more students to devote their time and skills to public service activities through the Cal Aggie Marching Band, the University should provide more funding, more equipment, and better facilities. Our service to the community is severely limited by the number of uniforms and instruments we own and by the size of our storage and practicing facilities. Also, stronger support from both the student body and the administration at UCD would inspire further participation in public service activities.

4. The largest hurdle in coordinating student volunteers with local social service projects is publicity. Even using flyers, having a table in the MU and advertising in newspapers doesn't seem to get the word out adequately. It would be very helpful if the Aggie newspaper would print more announcements in the "Daily Bulletin" and "This Week" boxes.

5. Go to the LINK [Lifestyle Information NetworK: provides reference library, referral information, the Leisure Needs inventory, etc.] in order to get referrals for different organizations.

6. ACADEMIC CREDIT--Public service activities are currently discouraged by the University due to the rigid and formal academic requirements on the campus. Many students withdraw from public service work as a result of academic credit pressures. Providing access to credit for volunteers would assist recruitment/retention.

   EMPOWERMENT--Participation in student-related organizations [is] specifically related to the students' ability to see that their views are heard and accomplishments recognized. Student participation in University oversight committees is particularly intimidating in this respect. The "advisory" nature of their roles, the disproportionate power held by staff/administrators/faculty, and the formality of the meetings all contribute to student apathy. Give students real representation and they will participate.

   RECOGNITION--Many students who participate do so with little encouragement but some commendation process for outstanding volunteers in ASUCD (and outside groups) might be a consciousness-raising action. Students outside the "volunteer system" might see the value of participating.

   FACULTY INTERACTION--Many faculty members have areas of knowledge that could be interesting to volunteers in various activities. Workshops/discussions of research in related areas could be arranged between faculty and organization managers.

   CREATIVE RESEARCH PROJECTS--Faculty/staff could become more involved in performing research that may assist the functioning of public service organizations (e.g., Student Affairs Research & Information once did a KDVS listener survey that assisted the station in promotion/sponsorship support).